

### Reading Actively *(Gleason, Archer, & Colvin, 2002)*

By reading, recalling, and reviewing the contents of every paragraph, the student improves comprehension of the longer passage.

The instructor teaches students to first read through the paragraph, paying particular attention to the topic and important details and facts.

The instructor then directs students to cover the paragraph and state (or silently recall) the key details of the passage from memory.

Finally, the instructor prompts students to uncover the passage and read it again to see how much of the information in the paragraph the student had been able to accurately recall. This process is repeated with all paragraphs in the passage.

### *References*

Gleason, M. M., Archer, A. L., & Colvin, G. (2002). Interventions for improving study skills. In M. A. Shinn, H. M. Walker & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (pp.651-680). Bethesda, MD: National Association of School Psychologists

## Concept Maps

A concept map is a visual organizer that can enrich students' understanding of a new concept. Using a graphic organizer, students think about the concept in several ways. Most concept map organizers engage students in answering questions such as, "What is it? What is it like? What are some examples?" Concept maps deepen understanding and comprehension.

### Why use a concept map?

- It helps children organize new information.
- It helps students to make meaningful connections between the main idea and other information.
- They're easy to construct and can be used within any content area.

**When to use:** Before reading During reading After reading

**How to use:** Individually With small groups Whole class setting

### How to use a concept map

Note: It is important that teachers spend time introducing younger students to charts and diagrams prior to using this strategy.

There are several ways to construct concept maps. Most include the following steps:

1. Model how to identify the major ideas or concepts presented in a selection of text as you read.
2. Organize the ideas into categories. Remind students that your organization may change as you continue to read and add more information.
3. Use lines or arrows on the map to represent how ideas are connected to one another, a particular category, and/or the main concept. Limit the amount of information on the map to avoid frustration.
4. After students have finished the map, encourage them to share and reflect on how they each made the connections between concepts.
5. Encourage students to use the concept map to summarize what was read.

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## Exit Slips

Exit slips are written student responses to questions teachers pose at the end of a class or lesson. These quick, informal assessments enable teachers to quickly assess students' understanding of the material.

### Why use exit slips?

- They provide teachers with an informal measure of how well students have understood a topic or lesson.
- They help students reflect on what they have learned.
- They allow students to express what or how they are thinking about new information.
- They teach students to think critically.
- **How to use exit slips**

1. At the end of your lesson ask students to respond to a question or prompt.

**Note:** There are three categories of exit slips (Fisher & Frey, 2004):

- Prompts that document learning:
    - Example: Write one thing you learned today.
    - Example: Discuss how today's lesson could be used in the real world.
  - Prompts that emphasize the process of learning:
    - Example: I didn't understand...
    - Example: Write one question you have about today's lesson.
  - Prompts to evaluate the effectiveness of instruction:
    - Example: Did you enjoy working in small groups today?
  - Other exit prompts include:
    - I would like to learn more about...
    - Please explain more about...
    - The thing that surprised me the most today was...
    - I wish...
2. You may state the prompt orally to your students or project it visually on an overhead or blackboard.
  3. You may want to distribute 3 x 5 cards for students to write down their responses.
  4. Review the exit slips to determine how you may need to alter your instruction to better meet the needs of all your students.
  5. Collect the exit slips as a part of an assessment portfolio for each student.

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### Content area exit slip examples

- Write one thing you learned today
- Write one question you have about today's lesson
- Write three words with the long "o" sound
- Why are the North and South Pole so cold?
- Explain why Canada is not considered a melting pot
- Draw a quick diagram that shows perspective
- Of the 3 graphs we studied today which one did you find most useful? Why?

## Reading Comprehension

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